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ABSTRACT

Part of a course designed to acquaint high school students with basic information concerning careers in public service, this teacher's manual is one of nine (each with accompanying student guide) which constitute a course entitled "Orientation to Public Service." Focus in the units covered by the manual is on regulatory services and records, one of eight major public service occupational groups covered in the course. Contents of the student guide are included: readings and related activities covering the specific government regulatory agencies at both federal and state (Georgia) levels, the job families in these agencies (inspection, examiner, licenser, census, customs, immigration, public records, and taxation), the duties of various groups of workers in each, and qualifications for employment. Additional teacher's pages are inserted for each unit. These contain lists of materials needed, purpose of the unit activities, notes on guidance, and suggested modifications or extensions of activities in the student guide. Answers to student self-check activities and other exercises are provided in the final section. (The accompanying student guide is CE 013 667. The total course is the first of a series of three developed as a comprehensive approach to vocational skill development in public service for Georgia high schools. Also available is a guide for the whole four-quarter program, Applied Program of Public Service, CE 013 652.) (JT)

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CE 013 668

ED145277

Regulatory Services and Records

A Major Occupational Group in the Public Service Cluster

TEACHERS MANUAL

- Introduction to Regulatory Services
- Regulatory Agencies Described
- Job Families in Regulatory Services
- Duties of Workers
- Qualifications of Workers

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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A Unit in the Public Services Cluster
Applied Program of Public Service
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FOREWORD

This "Orientation to Public Service" series is one of a set of nine student centered books designed to acquaint high school students with basic information concerning careers in public service. Each book addresses itself to either a major occupational group in public service or an important supplemental area of study necessary to the understanding of public service. In addition to the student centered materials found in this book, a teacher's guide outlining how this book can be used in a course setting has been developed for the potential user.

The "Orientation to Public Service" course is the first in a series of three courses developed as a comprehensive approach to vocational skill development in Public Service for Georgia High Schools. While materials in this course are valuable to the student without benefit of the remaining two courses in the series, a student would normally enroll in "Preparing for Public Service" and the "Public Service Community Skill Development Program" subsequent to the Orientation course.

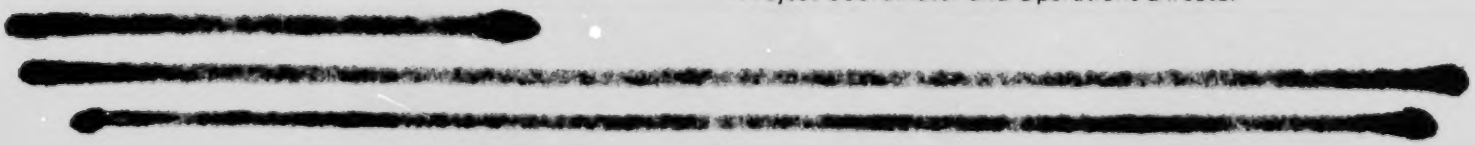
As with all curriculum materials and guides, the information contained here is a beginning point. In order for this course to effectively meet the needs of each individual student, the user must adapt to local and individual student needs. As such, I make a strong recommendation that extensive use of the curriculum guides be used with the materials. Included in these guides is a wide range of suggestions for helping these materials meet the local classroom teacher's needs.

This material was prepared by the "Applied Program of Public Service" under a direct grant to Gwinnett County Schools from the Georgia State Department Office for Adult and Vocational Education (OAVE). OAVE is presently under the direction of Dr. Russell Clark, Assistant Superintendent for Adult and Vocational Education Programs.

In the development of these materials special consideration should go to Mrs. Melinda Skiles. Her tireless efforts in evaluating these materials for their useability by the classroom student, have been invaluable.

Daniel L. Cowart

Project Coordinator and Operations Director



OVERVIEW

This booklet contains several units of reading and related activities. The reading details some specific aspects of the major occupational groups. The activities have been designed to provide the student with opportunities to further explore the objectives of the reading. The activities vary in length and complexity.

Before any student begins work in a booklet, the teacher should become thoroughly familiar with the contents. Some activities may take several days to complete. The teacher should help the student budget his or her time accordingly. Some activities may call for a resource person, a field trip or an on-site interview. The teacher will need to be aware of these activities and schedule for them early enough so that the student can complete the activities within the suggested time frame as outlined in the Implementation Guide.

The section orientation page (Where Am I Going? How Will I Get There? How Will I Know? . . .) is intended to serve as an organizer for the student. It should help focus the student's thinking and prepare him or her for the reading and activities to come. An orientation page appears for each section for all booklets in this series.

This booklet has been designed so that students can work on many of the activities independently with appropriate monitoring and guidance from the teacher. It is most important to remember, however, that these booklets are not workbooks and should not be passed out at the first of the period, worked in, and then collected to be checked later. No material or set of activities can replace the importance of a creative, enthusiastic and well prepared teacher. Teacher preparation is essential to effective and successful use of these booklets. Not only should all materials and resources be organized, but the teacher should be alert to supplemental materials available through newspaper stories, carefully chosen commercial games and books.

As a continuing activity for all MOG's, students can develop bulletin boards and other public relations type of displays for the classroom and the school. The classroom should reflect the activities of the students. Make liberal use of student photographs, brochures, and posters to display various aspects of careers in public service. As students see the involvement of their peers in these jobs, they will be encouraged to participate in the program. A useful technique borrowed from the elementary school is to set up learning centers around the room which give new students a chance to "sample" a MOG through an entertaining activity, photographs, brochures or even a taped discussion with a resource person. These learning centers should rotate and change as new information is brought in and as student

involvement in the careers changes. Planning, motivating, and monitoring are the keys to success in the Applied Program of Public Service.

For your information, answers to self-check activities and other activities which require specific answers have been provided in the last section of this booklet. It will be necessary to develop answer sheets for your file in order for students to have access to them.

REGULATORY SERVICES

Introduction

This brief introduction section serves to acquaint students with the growth and functions of regulatory agencies. This introduction and the film strip on Regulatory Services will give students a greater understanding of the need for regulatory services. After reading the material and viewing the filmstrip, you will probably want to initiate a small group discussion on the role of regulatory agencies in our life. Issues such as the banning of certain products or the required installation of others for safety and health reasons provoke strong feelings on both sides.

REGULATORY SERVICES AND RECORDS

Introduction to Regulatory Services

Inside this packet you will find out some things about why the government has certain regulations concerning many of our activities. You will see that local, state, and federal governments regulate activities.

WHERE AM I GOING?

By the time I finish the activity I will list 12 products and services which are regulated by the government. You will also be able to give three reasons why regulations are necessary.

HOW WILL I GET THERE?

1. Read the introduction called Alphabet Soup.
2. View the filmstrip on careers in this MOG.
3. Write letters requesting information in this MOG.

HOW WILL I KNOW . . .

I will use the information as a guide in viewing filmstrip.

I will complete a set of questions on the filmstrip.

I will use the information to complete activities in this MOG.

ALPHABET SOUP

Nearly 3 million people are employed by the executive departments and independent agencies of the U. S. Government; over 20,000 of these jobs are in Georgia. Few of the Departments and none of the Agencies existed when America celebrated its Centennial 100 years ago.

The first of the agencies was created by Congress in 1887 to regulate railroads. At that time it was legal for business to form monopolies to reduce competition. Between cities where several railroads had tracks, freight rates were very low as each company lowered rates to compete. On routes where only one railroad served, rates were very high because the one company could charge as much as it wanted and still get all of the business.

Americans believe in free enterprise, but it became clear that competition was necessary to make free enterprise work. The ICC (Interstate Commerce Commission) was created to set freight rates, and to correct the abuses caused by railroad monopolies.

Through the 1920's, other agencies were created to help enforce laws passed by Congress to maintain competition. Several of the executive department (such as the Food and Drug Administration) were given regulatory powers to protect consumers from unsanitary foods and drugs, to assure the qualifications of airline pilots and other interstate carriers; to insure accounts of depositors in banks and savings and loan associations; and dozens of other consumer protection functions.

These agencies are usually known by their initials, such as FTC (Federal Trade Commission), USDA (United States Department of Agriculture), FAA (Federal Aviation Administration), and FDIC (Federal Depositors Insurance Commission). So many of them were created during the 1930's that people started calling the government "Alphabet Soup".

Most United States government agencies are authorized to regulate interstate commerce only. That means that each state must have its own bowls of alphabet soup to regulate interstate commerce and to protect consumers from misleading products and unqualified services. Cities and counties also regulate businesses and professions, usually through licenses and zoning regulations.

Suppose you had eaten a breakfast of bacon, eggs, and orange juice with toast this morning. How many agencies do you think would have been involved?

The bacon may have come from a hog grown in Iowa and shipped to Kansas City for processing. The ICC (Interstate Commerce Commission) would have set the rates and inspected the safety of the railroad to ship the hog. USDA (United States Department of Agriculture) inspectors would have inspected the processing plant, and regulated the type of package and information printed on it for the bacon. Icc would have licensed the truck driver and the truck which brought the bacon to your store.

FDA (Food and Drug Administration) would have inspected the orange juice processor, and regulated the package the processor could use. If the eggs were produced in Georgia, state agriculture inspectors would have been involved with their production and packaging.

All of the people working for the companies and stores involved would have their working conditions regulated by OSHA (Occupational Safety and Health Administration), and EEOC (Equal Employment Opportunity Commission), their labor contracts regulated by the NLRB (National Labor Relations Board), their wages taxed by IRS (Internal Revenue Service), their checks cashed by a bank insured by FDIC (Federal Depositors Insurance Commission), and their plants lighted by electricity regulated by the FPC (Federal Power Commission). The workers drove to work in cars licensed by their states, and with operators licenses also obtained from their states. The corporations were also taxed by IRS (Internal Revenue Service), their stocks were sold under regulations of the SEC (Securities and Exchange Commission), and the EPA (Environmental Protective Agency) regulated the environmental impact of the plants. City and county governments zoned and licensed all of the plants and farms involved.

This is not a complete list. It may not be possible to make one for all the products and people involved in such a simple meal as your breakfast.

Do not write on this form.

Activity 1

Objective: I will view an introductory program in order to gain an orientation to the MOG.

Materials: Film on Careers in this MOG, filmstrip viewer.

ACTIVITY
This activity is designed to help you learn some basic things about careers in this MOG. 1. Go the the resource table and select film/cassette set or sets which goes with this MOG. 2. After you have prepared the Auto-Vance for Viewing, read the Introduction to the Film/Cassette program which will be found in the inside pocket of each package. 3. View the Film/Cassette program. 4. Answer the questions for each Film/Cassette program. These questions are included in your workbook. 5. You may view the program as many times as you wish in order to answer the questions **How will I know I've done it correctly? . . . Take your completed answers to your teacher for review.**

SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 4

Materials

1. Pathescope film Careers Regulatory Services and Records.
2. Sound filmstrip viewer.
3. Copy of review questions must be on file for the student.

Purpose

The purpose is to have the student view available information in Regulatory Services and Records. This particular film was selected for its complete coverage of the area.

Guidance

Students readily view filmstrips in this particular series and they are generally well received. At times, however, the written question section is not as welcome. The students should be provided with immediate feed-back concerning their answers. Grading and returning the paper is a very simple procedure and should be augmented by some type of follow-up activity. (see modifications and extensions).

Modifications or Extensions

1. The teacher can have the questions taped to D. & H. students (or simply as a change of pace). Students may also tape their answers.
2. Where possible the teacher should allow students to develop answers to questions in a group. At times the teacher should forego entirely written or individual responses and elicit answers from a group discussion.

SUGGESTIONS FOR THE TEACHER

Activity 2 - p. 5

Materials

In preparing for this activity you will need a good supply of plain white paper and envelope. You will also need to be certain that you have a supply of the forms for letter writing for your students.

Purpose

This activity is designed with several goals in mind. The obvious one stated in the objective is to provide information through resources for the student. This is the direct and most obvious benefit. There are other benefits which the teacher should consider when working with students. Letter writing provides direct experience in contacting agencies to obtain information. It is a useful tool which should be encouraged. It provides the teacher with an excellent opportunity to get feed-back as to the quality of written communications necessary in the business world and office world.

Guidance

In completing this activity, the teacher should individually or as a group counsel students on the necessity of completing the letters correctly and neatly. It is a painstaking process, but no letter should be allowed to be mailed which is not correct in grammar, spelling and punctuation. Although it is a subjective judgement, the teacher should try to make an assessment of legibility.

In having a large number of students periodically write letters, it is imperative that a large variety of addresses of agencies be maintained. As much as possible, the teacher should encourage students to contact a wide variety of agencies.

Modifications or Extensions

1. Disadvantaged and Handicapped students may find it difficult or impossible to complete this assignment as it is presently designed. In order to provide effective practice in communicating by letter, the student can have his or her letter taped, a friend can write it and the student can proof read it.

2. A teacher may elect to delete this activity if a complete file of resource material has been obtained from available agencies.

3. A teacher may elect to conduct this activity as a mock letter writing activity.

Activity 2

Objective: I will add to my resources in this MOG by writing letters requesting information.

Materials: Paper, pen, envelope, Vocational Biographies, list of local agencies, and letter writing form (obtain from your teacher).

ACTIVITY

In order to complete this activity you will need to do the following things:

1. Go to the resource table and locate the list of local agencies.
2. From that list select an agency to write for information about this MOG.
3. From the back of the 2 Vocational Biographies you read, select 2 agencies to write for information on this MOG.
4. Following the form in your workbook, write a letter to each agency requesting information on this MOG.
5. When you receive the information from the agencies, place it in a folder and keep it with your MOG packet. You will be using this information to answer questions and to prepare displays.

How Will I Know I've Done it correctly? . . . I will complete a letter and have my teacher check it for accuracy. I will file the information which I receive and use it in other activities.

REGULATORY SERVICES AND RECORDS

Regulatory Agencies Described

The next five pages of reading are a brief description of the regulatory function of executive departments. Some of the state agencies are also briefly described. This is not intended to be a comprehensive and detailed treatment of regulatory agencies. If you wish, you might write or call your local OSHA office and agencies listed in this section for additional information.

The section of reading and referrals is included in this booklet to give the student some understanding of the role of the government agencies in regulatory services. The job families listed in upcoming sections are each a part of one or more of the federal agencies.

REGULATORY SERVICES AND RECORDS

Regulatory Agencies Described

Inside this packet you will read some descriptions of regulatory agencies. You will find out some things about government regulatory agencies.

WHERE AM I GOING?

I will be able to identify at least four federal or state regulatory agencies and describe their functions.

HOW WILL I GET THERE?

1. Read the enclosed material.
2. Investigate services and products regulated by the government.
3. Identify some agencies and check on their activities.
4. Research Information in this MOG.

HOW WILL I KNOW . . .

I will complete the Self Check.

I will complete the Products and Regulations Form.

I will complete the Agency Identification Form.

I will prepare or use Job Cards and complete a set of questions on Job Cards.

REGULATORY AGENCIES

Congress has given more than 100 federal administrative agencies and offices the authority to write regulations applying to private citizens and businesses. These regulations have the power of law, and influence all of us directly and indirectly.

Many of the departments and agencies are concerned with regulating business to maintain competition and regulate monopoly. Others protect consumers from unsafe and unsanitary food and drug products, and from deceptive advertising. They also ensure the safety of equipment and the qualifications of operators of aircraft and passenger carrying buses and trains.

State agencies regulate the qualifications of doctors, lawyers, banks, brokers, barbers, and all sorts of people and businesses that serve the public directly. They, along with federal agencies, protect your rights to safety in the products you buy and truthfulness in the information you are given about credit and your right to be heard when you feel you have not been treated fairly.

Still other state and federal agencies assist in the day-to-day running of government. They collect taxes, take the census, gather information, and provide information to the public and to business.

Executive departments which have regulatory functions are much broader in responsibilities than the independent agencies. Usually regulation is only a part of what they do. Some of the main departments include the following:

The Department of Agriculture has over 100,000 employees and is the second largest department. The main job of USDA is to help farmers with information and training to raise and market their crops. County extension service or county agents work for USDA. About the only real regulation is done by the Commodity Exchange Authority, which sets rules for trading oncommodity exchanges. USDA also administers the various allotment and quota programs congress passes from time to time.

The Department of Commerce takes the census and collects and distributes all sorts of business statistics. They also operate the patent office and the National Weather Service.

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The Department of the Interior primarily operates the National Parks and natural resources. Smokey the Bear and Woodsy Owl both work for this department.

Health, Education, and Welfare (HEW) is a large and well known department whose main regulatory function is performed by the Food and Drug Administration. FDA sets rules for the contents of cosmetics, prescription and non-prescription drugs, drug packaging, sanitary standards for processed food, and very strict regulations for labeling of food and drug products.

The Justice Department is the department that could be called the government's law firm. The main job of this department is to collect evidence (the FBI comes under the Justice Department) and to represent the government in law suits. Justice does regulate immigration into the country through the Immigration and Naturalization Service with agents in foreign countries as well as the United States.

The Treasury Department is the largest of the departments in terms of employees with over 120,000, many of whom are in Georgia. The best known job of Treasury is the collection of taxes through the Internal Revenue Service.

In addition, Treasury also operates the office of Alcohol, Tobacco, and Fire Arms, The Customs Service, and, most people are surprised to learn, the U. S. Coast Guard.

The Department of Transportation is where people are mainly concerned with the safety of public transportation equipment, and the qualifications of the pilots, engineers, and drivers of that equipment. Through the Federal Aviation Administration, civilian aircraft of all sorts are certified, pilots are licensed, and air traffic control stations are operated. Also within the DOT, the Federal Highway Administration supervises the construction of highways, and the Federal Railroad Administration supervises the high speed railroad development programs and the safety of railroads and oil pipeline companies.

INDEPENDENT FEDERAL AGENCIES

These specialized agencies report directly to Congress, and their names usually describe the jobs they do. Here is a partial list:

The Atomic Energy Commission regulates the civilian use of atomic energy, such as licensing nuclear power plants and supervising their safety.

The Federal Communications Commission is best known for its licensing of TV and radio stations and operators.

The Federal Power Commission is the watchdog for wholesale electricity rates (rates charged by electric generating companies to local electric companies), and for the transportation and rates charged for interstate shipments of natural gas.

The Federal Trade Commission originally was created to regulate anticompetitive business practices. Now, it is one of the key agencies charged with enforcing consumer protection laws.

The Interstate Commerce Commission was the first of the independent agencies. ICC regulates the freight rates of railroads, truck and bus lines, oil pipelines, and water carriers.

The National Labor Relations Board supervises union elections, and regulates labor practices by unions and management.

The Securities and Exchange Commission ensures buyers of stocks and bonds that they have complete and accurate information to make the investiment decisions, and regulates the business practices of securities brokers and dealers.

FEDERAL AGENCIES AT WORK IN THE STATES

Obviously it is necessary for these agencies to work in the states with local businesses and individuals to get their jobs done. A look around Georgia will show where many of the 20,000 plus agency and department employees are located.

The State Department of Agriculture has inspectors and agents in every county. They give farmers and homemakers advise, help collect crop reporting statistics, and check the accuracy of scales and meters in everything from your local meat market to the gas pumps at your local service station.

The Department of Commerce has weather stations in almost every county.

The Interior department has park rangers in national parks and at national shrines such as Fort Pulaski near Savannah.

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Health, Education, and Welfare has FDA (Federal Drug Administration) Inspectors, and professional specialists throughout the state. HEW also operates the Social Security offices in most counties.

The Justice Department has immigration personnel in most ports (such as Savannah) and in major metropolitan areas. They also operate FBI field offices and district attorney offices in major cities.

The Treasury Department has the IRS (Internal Revenue Service) at Chamblee and in many counties. There are also many local offices in Alcohol, Tobacco, and Firearms. Customs Service has facilities in ports (such as the docks in Savannah) and the international airport in Atlanta. There are also coast guard stations in Savannah and Brunswick.

The Department of Transportation has FAA (Federal Aviation Administration) control stations at commercial airports, and inspectors at aircraft repair facilities such as those operated by the airlines in Atlanta.

Offices of the independent agencies are usually found only in the state capital city.

STATE AGENCIES

States do most of the licensing of individuals and businesses. Usually these licenses fall into categories of: hearing arts, design and construction, business, sanitation, and consumer services. Since there are more than 500 professional and vocational associations, we will not try to list all of them. Many state agencies do about the same things for intrastate commerce that federal agencies do for interstate commerce. We will list some state agencies below that regulate areas not covered by federal agencies at all. Corporations are chartered and regulated by states. In Georgia the Secretary of State is responsible for chartering and regulating corporations.

Insurance has its own state regulating office which licenses insurance companies and their agents, hears complaints from consumers, and sets financial standards for companies which do business in Georgia. The types and terms of insurance which may be sold in Georgia are also regulated by the State Insurance Commissioner.

Motor Vehicles are licensed, inspected, and titled by the state, and the operators are also licensed by the state.

Public Health regulates and inspects retail food outlets, such as grocery stores, and bakeries, restaurants. The health department also licenses people who handle food in such places, including workers in school luncheons. Sanitation is a concern of the health department, and they regulate the disposal of garbage in such places as land fills and sewage treatment plants. This agency also does on the state level many of the labeling and inspection jobs listed under the USDA and the FDA in interstate commerce.

Real Estate brokers and salespeople are licensed by the state. This department also regulates loans on real estate, advertising, contracts, and leases where fees are charged in advance.

The Public Service Commission in Georgia is elected by the people, and operates an office to regulate the public utilities such as the Telephone Companies, Electric Utility Companies, and Natural Gas Companies. They must approve all rate increases and any changes in fees charged by these companies.

WHO AM I?

Fill in the blank with the name of a Federal Agency or department.

1. I operate the National Parks, I am _____ .
2. You might hear from me if you were a pilot or a highway builder _____ .
3. If your electric bill is more than you think is fair, you might call me _____ .
4. Union members know that I will work for them _____ .
5. On April 15, many people think of the IRS which is part of me _____ .
6. When most people think of me, they think of the FBI, I am the _____ .
7. I make sure that the stocks you buy are safe and the dealers honest _____ .
8. Farmers look to me for crop and price information _____ .
9. Do you think your local radio station is unfair to some people, call me _____ .
10. Census workers and weather service workers come under me _____ .

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SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 13

Materials

You will need to have enough copies of this self-check available for student use. The answer form should be kept in a readily accessible place.

Purpose

In this self-check students match each regulatory agency with its corresponding basic function. This is a simple matching exercise and reinforces some of the facts contained in the reading.

Guidance

This exercise can be completed with little difficulty on the part of the student. You will need to monitor occasionally just to see that the students actually complete the work.

Modifications or Extensions

1. Provide for oral responses.
2. Tape the self-check, leaving time on the tape for a response.

Do not write on this form.

SELC CHECK

Objective: I will check my understanding of the reading by matching regulatory agencies with functions.

Materials: This self check.

ACTIVITY

Beside each agency listed, place the letter of the alphabet which corresponds to the function of that agency.

___ 1. Commerce
___ 2. Interior
___ 3. Treasury
___ 4. Justice
___ 5. Transportation
___ 6. Agriculture
___ 7. HEW

a. The collection of taxes through IRS.
b. The Food and Drug Administration is its main regulatory function.
c. Provides information and assistance to farmers.
d. Operates the national parks.
e. The FBI comes under this department.
f. Concerned with the safety of public transportation.
g. Operates the Patent Office and the National Weather Service.

How will I know I've done it correctly? . . . I will check my answers with the answer sheet.

Activity 2

Do not write on this form.

Objective: I will examine regulations on some Food and drug products to see that regulatory agencies affect many parts of our lives.

Materials: Newspaper advertisement, the filmstrip on regulatory agencies.

ACTIVITY

1. Find a newspaper advertisement for a drug, department, or large grocery store. Try to get one with 2 or 3 dozen items. The weekly "specials" section of the paper is a good place to look.

2. Using the "Products and Regulations" form, see if you can list the Agency which regulates each product.

3. Now, list 3 reasons why you think government regulation of products and services is often necessary.

   1. _____

   2. _____

   3. _____

Activity 2 - p. 14

Materials

1. You will need to have on hand several newspapers, and advertising supplements from papers.
2. Pathescope films: Careers in Regulatory Services and Records.
3. Sound filmstrip viewer.

Purpose

This activity allows students to view available information and investigate the effect of regulatory agencies upon some familiar products. (This particular film was selected for its complete coverage of the field).

Guidance

Students readily view filmstrips in this series. Encourage students to utilize the filmstrip and the reading they have done in this MOG to complete the question section of this activity. The answer to activity question three should come substantially from the film, but should also reflect student ideas.

Modifications or Extensions

1. Set up "buzz groups" to discuss life in America without any regulatory agencies. Each group can share and compare its conclusions. Decide which aspects of American life would suffer the most without some kind of regulation.

PRODUCTS AND REGULATIONS FORM

	Product Name	Regulatory Agency	Where Purchased
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

How will I know I've done it correctly? . . . I will take this to my teacher for review.

Activity 3 **Do not write on this form.**

Objective: I will use the telephone as a resource in identifying at least four federal or state regulatory agencies and describing their basic functions.

Materials: Telephone white pages, this MOG.

ACTIVITY

1. Look in the white pages of the Atlanta Telephone Directory under United States Government and Georgia, State of.
2. List 4 regulatory agencies shown in your local phone book.
3. Using the attached Agency Information Form, fill in the requested information.
4. Use the resources listed on this activity sheet to help you answer the questions. The answers will not be in the phone book.
5. DO NOT CALL THE AGENCIES.

How will I know I've done it correctly? . . . I will let my teacher check my work.

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SUGGESTIONS FOR THE TEACHER

Activity 3 - p. 16	
Materials You will need to have a few copies of the telephone book available as well as sufficient copies of the Agency Identification Form.	**Purpose** This is a simple exploratory activity which makes students aware of regulatory agencies functioning locally.
Guidance Students usually experience little difficulty in completing this activity. They may need to be reminded that they can use their MOGs to help decide what work is done in each agency.	**Modifications or Extensions** A motivated student may wish to extend this skill to include county and town offices.

AGENCY INFORMATION FORM

Agency _____ Federal State (Circle one)

Location _____

Work done in these agencies (Check those that apply)

___ Licensing
___ Inspection
___ Examination
___ Enforcement
___ Data Collection
___ Price Regulation
___ Advises
___ Collects money

Agency _____ Federal State (Circle one)

Location _____

Work done in these agencies (Check those that apply)

___ Licensing
___ Inspection
___ Examination
___ Enforcement
___ Data Collection
___ Price Regulation
___ Advises
___ Collects money

Agency _____ Federal State (Circle one)

Location _____

Work done in these agencies (Check those that apply)

___ Licensing
___ Inspection
___ Examination
___ Enforcement
___ Data Collection
___ Price Regulation
___ Advises
___ Collects money

Activity 4a

Do not write on this form.

OPTIONAL EXTRA CREDIT ACTIVITY

Objective: I will use available resources to research job titles.

Materials: Job Card Box – NOTE: If there is no job card for your job title, do the next activity.

ACTIVITY

Before you begin this activity, read through the entire activity so you will know all the things you will be expected to do.

1. Select 2 job titles from your MOG to research.
2. Go to the job card box located on the resource table.
3. Locate the job card for the job you are studying.

_____

Museum Aide

I. Dictionary of Occupational Titles
Pages _____

II. Occupational Outlook Handbook
Pages _____

III. Encyclopedia of Careers
Pages _____

Look up and read the material listed under each of the three large reference books located on the reference table. They will be listed on the card like this:

I. Dictionary of Occupational Titles
II. Occupational Outlook Handbook
III. Encyclopedia of Careers

Activity 4a - p. 18

Materials

The student will need to have available the following materials in order to complete this activity: The Dictionary of Occupational Titles, the Occupational Outlook Handbook, the Encyclopedia of Careers, and the Job Card Box. (Activity 4b explains the preparation of job cards).

Purpose

The preparation and use of job cards has been designed as a research activity which uses available resources to find out about certain job titles.

Guidance

This is a rather lengthy activity. The information which students obtain from the various reference books and other media will be used to answer the questions on page 22 (activity 4c). The steps outlined in this activity guide the student through the process of researching job titles. Students should be instructed to have the job card questions available as they locate references. These questions will serve as an organizer and aid the research process. It will be helpful to the students to have blank paper on which to make notes as they read through the various materials.

Modifications or Extensions

1. Pair a poor reader, or a student experiencing difficulty in selecting and organizing material with a student who has strengths in these areas. See the section on peer-tutoring for suggestions.

If there is no listing for a particular reference book, that means that there was no reference made to the job in that book.

Now look in the Merit System reference books and locate the job title(s) you are studying.

The Merit System references are listed like this:

IV. Merit System
State

Job title 28305 (reference number)

_____

_____

There may not be a job title listing in each merit system directory (State and County) only the Merit systems listed on the job card are relevant to your job title.

When using the state of Georgia Merit System reference:

1. Look up the job title and note the number code for that job. Example: Museum aide 30712
2. Look up the number code in the number code notebook. This will give you the job description.

Locate the Audio-Visual material listed on the job card. View one film/cassette program and answer the questions (see activity No.). Review the other material.

V. Audio-Visual

EXTRA CREDIT

Go to the library and find the books listed for your job title. Look over the books and select one to the checked out for further study (activity No.).

VI. Card Catalog

Activity 4b

Do not write on this form.

Objective: To prepare job cards for the study of an occupation.

Materials: Blank job cards, the attached instruction sheet.

ACTIVITY

This activity is to be done when there is no job card for your job title. Read through the entire activity so you will know all the things you are expected to do.

Separate Instructions:

1. If there is no job card for the job you are looking for you will need to make a job card.
2. Get some note cards from your teacher.
3. Look up your job title in the following books: 1. Dictionary of Occupational Titles 2. Occupational Outlook Handbook 3. Encyclopedia of Careers
4. Write on the note cards the job title and the pages the job title appears on in each book.

Job title

Teacher

Book

I DOT 137 page number

II

III

5. Look up your job title in the Merit System notebooks (Gwinnett County and DeKalb County are in folders).
6. List the title and the code number for the five (5) Merit Sources (all may not be listed).

SUGGESTIONS FOR THE TEACHER

Activity 4b - p. 20

Materials

When there are no researched job cards available for a particular title, the student will be required to prepare job cards. You will want to have plenty of blank job cards available. These are 3 x 5 index cards with the top line color coded to the MOG being studied. The Dictionary of Occupational Titles, The Occupational Outlook Handbook, The Encyclopedia of Careers, and any Audio Visual material available to your program should be placed in your resource file.

Purpose

Students complete this activity when there are no completed job cards for a particular job title. Job card research is an activity which gives students a chance to obtain specific information about jobs which they can't obtain from the MOG and related activities. The basic research and recording of information is a skill which will continue in importance as students continue school and work study experiences in Public Service.

Guidance

You will want to go over the instructions yourself for preparing job cards. This will enable you to answer student questions as they research their job titles and record the information. Be sure to inform the school librarian that students will be using the card catalog.

Modifications or Extensions

1. Pair a poor reader, or a student experiencing difficulty in selecting and organizing materials with a student who has strength in these areas. See the section on peer-tutoring for suggestions.

IV Merit System

GA 11362
Atlanta
Fulton
Gwinnett
DeKalb

7. Go to the APPS index file or Audio-Visual material. List the material (if any) relevant to your job family. Include films, filmstrips, cassettes, and tape recordings.

V AV Material

1. _____
2. _____
3. _____

8. Check the library card catalog and the APPS library. List the books and there library number on the card.

Working ED. 742

Activity 4c

Do not write on this form.

Objective: To answer questions relating to the job card research.

Materials: Questions

ACTIVITY

Now that you have investigated some job titles, you should be able to answer some questions. Use the information you acquired from the job cards to help you answer the questions. Answer one set of questions for each job title investigated.

Job Card Questions

1. Job title _____
2. Briefly describe what a worker with this job title does.
3. What are the educational requirements or training for this job?
4. What sorts of experience and skill would a worker with this job title require?
5. What is the general salary range for this job title.
6. Is this job title in a growing field, one that will provide many job opportunities? Yes ____ No ____
   Briefly explain your answer.
7. What high school courses (if any) would help you meet the requirements of this job title?
8. Do you think this job will be here ten years from now? Twenty years? What about in the year 2076?
   Briefly explain.
9. Would you like to have this job? Yes ____ No ____
   Briefly explain your answer.

How will I know I've done it correctly? . . . I will have my teacher review my answers.

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SUGGESTIONS FOR THE TEACHER

Activity 4c - p. 22

Materials

The students do not write in the booklet. They will record the answers on a separate copy of the question set.

Purpose

This set of questions is designed to pull together and reinforce some of the essential information pertaining to jobs. Questions 7, 8 and 9 give the student an opportunity to project his or her own attitudes and specific information into the answers.

Guidance

This is not a self-check activity. Students should be allowed and encouraged to use the job card information to complete their answers. Be sure that the students answer one set of questions for each job title researched.

Modifications or Extensions

1. Record the questions on tape, leaving sufficient time for the student response.

2. Allow students experiencing reading or other disabilities which make written question answering difficult to give their answers orally. Either the teacher or another student can record the oral responses.

REGULATORY SERVICES

Major Job Families

The major job families are each described in a brief descriptive section. Students may experience confusion among examination, licenser, and inspector job families although the reading matter anticipates this confusion and attempts to alleviate it where possible. Sometimes related job families are confused. The difference lies in the fact that customs deals with the entry and exit of goods while immigration deals with the entry and exit of persons. Each might work on a case involving illegal entry of drug smugglers. There is a very short game following the reading which serves to reinforce the job family names. Be sure that the students understand that one heavily underlined letter in each word combines to form a word.

REGULATORY SERVICES AND RECORDS

Job Families in Regulatory Services

Now we are going to look at job families in Regulatory Services. This unit will give us a brief view of the 8 major job families in Regulatory Services and Records.

WHERE AM I GOING?

By the time I complete this activity I will be able to identify the 8 major families in Regulatory Services and Records.

HOW WILL I GET THERE	HOW WILL I KNOW . . . BY
1. Read the enclosed material.	I will complete the Self Check Activity.
2. Identify the job families in Regulatory Services and Records.	I will complete the Job Family Form.
3. Pick out job families and job titles in a puzzle.	I will complete "Lets Have Fun".
4. Host a speaker or speakers at the Regulatory Services Seminar.	I will complete the Seminar activities.

MAJOR JOB FAMILIES

There are eight major job families in the Regulatory Services. In addition to some special and unique jobs offered in these families, most agencies will employ a large number of people in clerical, legal, personnel, and business positions. These positions will be common to all job families.

In this unit, we will look briefly at the 8 major families in Regulatory Services and Records.

Regulatory Services and Records is a large career field, with many agencies located across the country. Many persons in administrative assistant positons are required to manage these agencies. Many of the regulatory agencies conduct management--internship programs to train and develop employees for administrative work. This work generally leads to positions as managers in government agencies and these jobs are dea t with in more detail under the Government Agency Management MOG.

The job families which make up the Regulatory Services and Records MOG include:

1. Inspection
2. Examiner
3. Licenser
4. Census
5. Customs
6. Immigration
7. Public Records
8. Taxation

TAXATION JOB FAMILY

-- Internal Revenue Service

The Internal Revenue Service is operated under the Treasury Department, a department of the Executive Branch of the Federal Government. The IRS has more than 60,000 employees and is by far the largest organization in the Treasury Depart-

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ment. Each year millions of personal and business income tax returns are filed with the IRS in each state. IRS employees are stationed in large and small offices throughout the United States.

The IRS is divided into three separate career fields:

a. **Federal Law Enforcement** positons include special agents who work in intelligence and in internal security.

b. **Accounting** includes Internal Revenue Agents, Internal Auditors, Tax Auditors, Accounting Technicians, and Estate Tax Lawyers.

c. **Collection** positions include Revenue Officers, Tax Payer Service Representative, and Revenue Representatives.

The regional or local IRS Centers employ Tax Examiners, Data Transcribers, and Tax Specialist Clerks. In Georgia, two entry-level positions exist in Taxation. They are Revenue Enforcement Offic[illegible]nd Revenue Special Agent. These entry level positions are a part of the collections career field.

THE INSPECTION JOB FAMILY

The Inspection Job Family includes three job titles:

a. Food and Drug Inspector

b. Dairy Foods Inspector

c. Building Inspector

Obviously there are many other titles for inspectors. When we think back to the first two units of this MOG, we can remember all of the many goods and services regulated by the government. In order to ensure quality in goods and fairness in services rendered, the government inspectors must check to see if producers, merchants, and those who give service are performing up to set government standards.

It may at times seem that there are more jobs than work to be done! But everytime you ride an elevator, cross a bridge or eat in a restaurant, remember that government building and safety requirements saw to it that you remained safe and healthy.

THE EXAMINATION JOB FAMILY

The Examination Job Family includes the job titles of:

a. Insurance Examiner
b. Bank Examiner
c. Corporation Examiner
d. Drivers License Examiner
e. Claims Examiner
f. Hearing Examiner
g. Labor-Management Examiner
h. Bank and Savings and Loan Examiner

Help! What is an examiner and what is an inspector? You have a right to be confused. On the previous pages we discussed inspectors. Generally speaking we can say that inspectors check the quality of goods and services produced for human consumption use, or habitation (living). Examiners, on the other hand, usually check on businesses or other agencies which perform a service or issue licenses to the public. Do you understand now?

Insurance companies are examined regularly to make sure that the money they receive from the people who buy policies is being used correctly. Most of us are or soon will be familiar with the Driver's License Examiner. The person with this job title examines requests for licenses and recommends that a license either be issued or not issued. We will learn more about examiners in the next unit of this MOG.

LICENSER JOB FAMILY

What? Another job family like Examiner and Inspector! Yes, but the following information should help clear up any confusion.

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The Licenser Job Family has as its major responsibility the issuing of licenses to people and businesses. Everyone who operates a business must have a license, and many of the people who work in businesses must have a license. The beauty shop owner has a business license to operate the shop. Each hair stylist in the shop has a license issued by the State Cosmetology Board. People who work in the Licenser Job Family generally work for one agency such as the State Cosmetology Board.

Still confused? It may be helpful to think of a licenser as one who issues licenses upon proof of completion of all requirements for the license. An examiner is one who tests the qualifications to receive or keep the license. An inspector checks to see that stated requirements and standards are really what they are said to be.

CENSUS JOB FAMILY

A census is a survey conducted by the government to gather information about the country, people, and products. When most of us hear the word census we think of the population census which is conducted every ten years, although this may change to every five years in the future.

The U. S. Bureau of Census regularly conducts censuses of agriculture, business, construction, governments, housing, manufacturers, mineral industries, population, and transportation.

Conducting a census requires quite a lot of planning. The Census Bureau first decides what topics to survey and what questions to ask. Then it surveys people to collect information. Next ir processes the information and displays the results. Then the information is made available to other agencies and to the public. A census worker might do any of a number of duties surrounding a survey, from deciding what questions to ask to setting up a computer to tabulate the answers to the questions. The Census Taker is usually the entry level job into the field.

CUSTOMS SERVICE JOB FAMILY

Customs Inspectors, Customs Aide and Import Specialists are the major job titles in the Customs Service Job Family. The Customs Inspector and Customs Aide are the government's front line protection against smuggling and the illegal entry or exit

of goods. Import Specialists examine import entry papers and determine the unit value of merchandise. Customs Agents work with other Treasury agents to enforce laws dealing with the import and export of goods between countries, states and on the high seas. Customs Inspectors are often the ones to tip off local law enforcement officers of suspected drug shipments. Customs Officers are often the first to greet returning tourists who might be trying to bring home some illegal souvenirs!

IMMIGRATION AND NATURALIZATION SERVICE JOB FAMILY

Job titles in the Immigration and Naturalization Service Job Family include the following:

a. Border Patrol Agent
b. Immigration Inspector
c. Immigration Investigator

The Immigration and Naturalization Service is a part of the Department of Justice of the U. S. Government.

For thousands of years, people have moved from one country or region to another. The Immigration and Naturalization Service of the U. S. Government regulates the entrance of non-citizens into the United States. The Immigration and Naturalization Service gives advice to non-citizens who wish to become U. S. citizens. It does this by providing books, help with filling out forms, and by recommending qualified non-citizens (aliens) for citizenship.

The Border Patrol is an enforcement agency within the Immigration and Naturalization Service. Its main purpose is to prevent the unlawful entry of aliens into the United States.

The next unit will give you more information about the things people employed in Regulatory Services and Records actually do. It will also tell you some things about how people qualify for these jobs. Some require a lot of study and training, while others can be entered from high school with on-the-job training provided. Interested? Read on . . .

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Lets play a short game to help you remember these names and duties.

Fill in the blanks with the name of a Regulatory Services and Records job family and read the heavily underlined letter to find a word which means someone who looks at things closely,_ _ _ _ _ _ _ _ .

1. Counts the population _ _ _ _ _ _
2. Checks on businesses or other agencies which perform a service or issue licenses. _ _ _ _ _ _ _ _ _ _ _
3. The IRS is a part. _ _ _ _ _ _ _ _
4. Protect against smuggling and illegal entry or exit of goods. _ _ _ _ _ _ _
5. Checks on persons entering the country. _ _ _ _ _ _ _ _ _ _ _
6. Issues licenses to qualified persons. _ _ _ _ _ _ _ _
7. Checks on standards of products and services. _ _ _ _ _ _ _ _ _ _
8. Keep records such as births, death, marriages. _ _ _ _ _ _ _

Activity 1

SELF CHECK

Objective: I will check my understanding of the reading.

Skills: Matching

Concept: The function of agencies

Level: Knowledge

Beside each job family listed, place the letter of the alphabet which corresponds to the function of that job family.

_____ 1. Taxation
_____ 2. Immigration
_____ 3. Census
_____ 4. Customs
_____ 5. Licenser
_____ 6. Inspection
_____ 7. Examiner

a. Insure quality in goods and farmers in services given.
b. Check on businesses or agencies which perform a service, or issue licenses to the public
c. Issue licenses upon proof of completion of requirements for the license.
d. Conduct surveys
e. Enforce laws dealing with the import and export of goods between countries and states
f. Regulate the entrance of non-citizens into the U. S.
g. The IRS.

How will I know I've done it correctly? . . . I will check my answers with the answer sheet.

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SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 30	
Materials Students will need to have a copy of this self check form. Be sure that the answer sheet is in a readily accessible place for student use.	**Purpose** This self check is a matching exercise which reinforces student understanding of some basic facts contained in the reading.
Guidance Your only monitoring function will be to see that students actually complete the self check. Students should experience little or no difficulty with this activity.	**Modifications or Extensions** 1. Provide for oral responses. 2. Tape the self check leaving sufficient tape time for responses.

SUGGESTIONS FOR THE TEACHER

Activity 2 - p. 31	
Materials Students will need copies of the job form found on page 32.	**Purpose** This activity serves to organize some information found in the reading. This activity reinforces and reviews the information presented concerning duties and functions.
Guidance To complete this activity students need only locate the requested information from within the MOG. You might need to check to make sure that students have indeed listed job titles in activity direction two.	**Modifications or Extensions**

Activity 2

Do not write on this form.

Objective: I will identify the eight job families of Regulatory Services and Records.

Materials: This activity sheet. The reading in this MOG.

ACTIVITY

1. From the list below, identify the eight job families or regulatory services and records. Place an (X) in the space next to the space next to the job family.

____ Planning	____ Taxation
____ Inspection	____ Conservation
____ Assistance	____ Acquisitions
____ Census	____ Examination
____ Rehabilitation	____ Corrections
____ Public Records	____ Licenser
____ Enforcement	____ Immigration
____ Customs	

2. List 8 typical job titles found in Regulatory Services and Records.

1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____

3. Using the enclosed Job Family Form, fill in the information for each job you listed in Step 2.

How will I know I've done it correctly? . . . I will take it to my teacher for review.

JOB FAMILY FORM

Job _____ Family _____

Duties and Functions: _____

_____

JOB FAMILY FORM

Job _____ Family _____

Duties and Functions: _____

_____

JOB FAMILY FORM

Job _____ Family _____

Duties and Functions: _____

_____

JOB FAMILY FORM

Job _____ Family _____

Duties and Functions: _____

_____

JOB FAMILY FORM

Job _____ Family _____

Duties and Functions: _____

_____

JOB FAMILY FORM

Job _____ Family _____

Duties and Functions: _____

_____

LET'S HAVE SOME FUN

Objective: I will complete the "Lets Have Fun" activity to help me remember the names of jobs in Regulatory Services.

Materials: This activity and a pencil.

ACTIVITY

The titles of the eight (8) job families and twelve (12) jobs in Regulatory Services and Records are in the Puzzle. They may be read forward, backward, up, down or on a diagonal. Circle the eight job families and as many of the job titles as you can find.

Job Titles Include:

Special Agent
Tax Examiner
Building Inspector
Border Patrol Agent (this one has been done for you)
Customs Inspector
Clerk Typist
Tax Auditor
Accountant
Import Specialist
Immigration Inspector
Clerks
Claims Examiner

How will I know I've done it correctly? . . . I will check my answers with the answer sheet.

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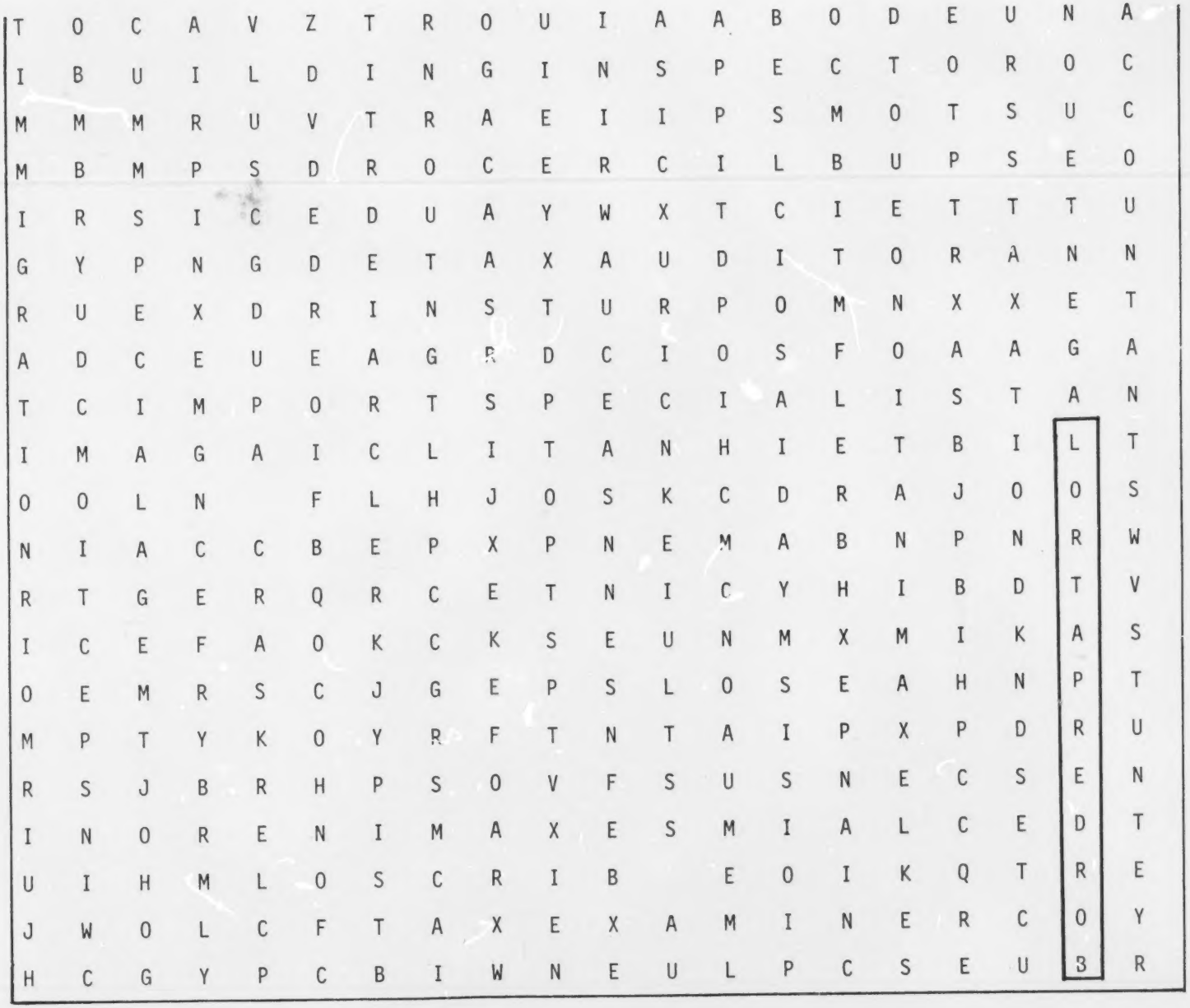
SUGGESTIONS FOR THE TEACHER

Activity 3 - p. 34	
Materials Students will need copies of this activity page. The answer sheet should be kept in an accessible location.	**Purpose** This is an entertaining activity which reinforces student recall of job titles in Regulatory Services and Records.
Guidance Be sure to remind students that some job titles might be written diagonally or backward, as in the sample. Generally, students experience little or no difficulty with this activity.	**Modifications or Extensions** See activity no. 2 page 17 in the Rural, Urban, and Community Development booklet.



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Activity 4

Do not write on this form.

Objective: To prepare for and conduct a seminar.

Materials: Outline of APPS seminar, interview guide, evaluation form and letter form.

ACTIVITY

1. Read over the outline of the APPS Seminar attached to this activity.
2. Prepare an introduction of the speaker or speakers. In order to do this, you will need to obtain information about the speaker or speakers from your teacher.

   Find out the following things:

   a. Name _____
   b. Title of speakers job _____
   c. Where speaker works _____
   d. Briefly, what speaker does _____
3. Using the attached interview guide, prepare a series of questions to be asked of the speaker during the question and answer period.
4. All student questions will be put together and the best ones will be chosen by your teacher to send to the speaker before he arrives.
5. You will also be allowed to ask spontaneous questions (those not on the questions list) during the question and answer period.
6. After the seminar, each student in the MOG will write a note of thanks to the speaker or speakers. Use the letter form to guide you in your writing.
7. Fill out the student Evaluation Form.

SUGGESTIONS FOR THE TEACHER

Activity 4 - p. 36

Materials

For this seminar you will need to have student copies of the interview guide, evaluation forms and letter writing forms available.

Purpose

This activity was designed to provide a means by which students can obtain some first hand knowledge of jobs in regulatory services.

Guidance

See instructions for MOG Fair in Teacher's Manual - Introduction to Decision Making.

Modifications or Extensions

None suggested.

Outline of APPS Seminars

The purpose of these seminars is to allow APPS students an opportunity to learn about a particular job family from a person employed in the field.

I. Introduction of the Speaker
   a. A student working in the MOG will be designated by the teacher to introduce the speaker
   b. All students in the MOG will prepare an introduction. These introductions will be combined and used by the student making the introduction of the speaker.

II. Speakers Presentation

III. Question and Answer Period
   a. All students in the MOG will prepare a series of questions for the speaker.
   b. The student who introduces the speaker is the moderator for the question and answer period.

IV. Social Period

   The students in the MOG will be responsible for a 20 minute informal period in which students can talk with the speaker.

V. Evaluation
   a. The speaker will be asked to fill out the Resource Speaker Program Evaluation Form.
   b. Each student will be asked to fill out a student evaluation form.

VI. Note of Thanks
   a. Each student in the MOG will write a brief note of thanks to the speaker.
   b. Use the attached letter as a guide to writing your note.

Student Evaluation

On the following questions circle the number on the scale from one to five that best indicates your feelings on that question.

1.	Value of the experience of having the speaker come into the class.	Just acceptable 1	2	3	4	Very worthwhile 5
2.	Did you find this speaker to be interesting?	Uninteresting 1	2	3	4	Very interesting 5
3.	Could you personally relate to the speaker?	Slight appeal 1	2	3	4	Strong appeal 5
4.	Did you learn from this speaker?	Learned little 1	2	3	4	Learned Much 5
5.	Did this experience create a favorable impression for further job investigation?	Little influence 1	2	3	4	Much influence 5
6.	Did the speaker answer the questions designed for the seminar?	Missed the point of questions 1	2	3	4	answered questions to the point 5
7.	Did the speaker present the material in a way so you could understand it?	Not clear 1	2	3	4	Very clear 5
8.	Did he answer the questions to your satisfaction?	Dissatisfied 1	2	3	4	Satisfied 5
9.	Did you feel the speaker was well qualified in his actual training?	Poorly qualified 1	2	3	4	Well qualified 5
10.	Do you think he related well to the class?	Poorly related 1	2	3	4	Strongly related 5
11.	Would you recommend having the speaker return to other APPS classes?	Slight recommendation 1	2	3	4	Stronly recommednation 5
12.	Did the speaker answer the questions asked by the class during general discussions.	Missed point of questions 1	2	3	4	Answered question to point 5

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1. Name _____
2. Job Title _____
3. MOG _____
4. What are the basic educational requirements necessary for jobs in this MOG? _____

   _____
5. What is the speakers educational background? _____
6. What jobs are available to a high school graduate? _____
7. How long has the speaker held this job? _____
8. What job did the speaker hold before this? _____
9. What does the speaker like best about this job? _____
10. What does the speaker like least about this job? _____
11. Prepare 5-6 more questions which you would like to ask the speaker.
    1. _____
    2. _____
    3. _____
    4. _____
    5. _____
    6. _____

REGULATIONS SERVICES AND RECORDS

Duties of Workers

Each of the duties of each job family are briefly discussed in this section of reading. A few job titles in each job family are described. You will probably want to discuss the quasi-judicial role of the regulatory services at this point. The filmstrip "The Regulatory Agencies: A Fourth Branch of Government", addresses this and other issues of concern with regulatory agencies. It is certainly not necessary for students to memorize duties. The intent of this section is to familiarize students with the general duties of a job family. Role playing would be an effective technique to use with students in exploring duties. You might set up a situation in which an inspector comes into a grocery and other similar situation. Be sure that you prepare role cards and situations in advance of student participation.

REGULATORY SERVICES AND RECORDS

Duties of Workers

There certainly are a lot of jobs in Regulatory Services and Records! What do all of these people do? This packet will help you find out some things done by persons who work in Regulatory Services and Records.

WHERE AM I GOING?

By the time I complete this activity I will be able to identify the basic duties of at least one job title in each job family of Regulatory Services and Records.

HOW WILL I GET THERE?

1. Read the enclosed material.
2. Participate in a field trip to observe some workers in this MOG.

HOW WILL I KNOW . . .

I will complete a Vocational Biography activity.

I will prepare for and evaluate a field trip.

DUTIES AND REQUIREMENTS IN REGULATORY SERVICES AND RECORDS

Taxation Job Family

The United States Government collects about $192 billion a year from internal revenue. The IRS is a part of the Treasury Department and employs more than one-half of the persons who work for the Department. The IRS has its headquarters in Washington, D. C. In addition, there are seven regional offices and 58 district offices.

Internal Revenue Service workers have four main jobs:

1. To assist taxpayers
2. To examine tax returns
3. To collect taxes
4. To find out about tax evaders

Let's look at some of the duties performed by workers in the Taxation Job Family.

Tax Specialists - Internal Revenue Service — IRS employees conduct investigations to assure an equitable tax system, and enforce laws against those who would cheat the government. Revenue officers call on all types of taxpayers, examine records, obtain and analyze information regarding business situations, and negotiate arrangements to satisfy taxpayer obligations.

Internal Revenue Agents — examine and audit accounting books and records to determine correct federal tax liabilities.

Office of International Operations-Revenue Service Representative—A very experienced revenue agent may also serve abroad in the Office of International Operations as a Revenue Service Representative. He may serve as an assistant, on temporary rotation assignments of four or six months, auditing, examining, and investigating foreigh entities, individuals, and corporations operating within the United States. He determines sources of taxable income (foreigh and domestic) under existing laws, treaties, and rulings. He conducts field examination throughout the United States and foreign countries, and may be assigned for as long as six months to

temporary duties at established foreign posts to assist in bringing peak loads under control. He may also conduct appropriate investigations and gather evidence for possible use in criminal or civil prosecutions with international aspects.

Special Agents in the IRS investigate tax fraud and other related criminal violations. They document, evaluate, and organize evidence, and report on their findings.

Internal Auditors work with the inspection service inside IRS, and evaluate the service operations. The Internal Revenue Agent audits the case, whereas the Internal Auditor audits the performance of that duty.

Tax Auditors contact taxpayers to identify and explain tax issues and determine correct tax liabilities. Job titles in the auditor category include the following:

a. **Accounting Technicians** are junior accountants who perform the clerical part of accounting in the IRS Service Centers and sometimes assist the accountants in less professional work.

b. **Estate Tax Attorneys** make field examinations, of federal estate and gift returns. They determine the value, ownership of interests, and taxability of estates and gifts.

c. **Collection Revenue Officers** collect the delinquent taxes in a professional manner, with the power to seize property. They are assisted by Revenue Representatives who occupy a junior position in the field of collection. In addition to assisting with the collection of delinquent taxes, they also advise and assist the public on questions of collection.

d. **Administrative Specialists** have duties ranging from recruitment, employee development, and budget formulation to direct contacts with information media.
Other positions with the IRS include Tax Law Specialist, Estate Tax Examiner, and Competent Authority Analyst.

Tax Specialist at State Level

Tax Examiners at the state level examine incoming tax returns, propose additional assessments, and make refunds where proper.

Auditors also work for the State Revenue Agencies. They assist in field audits of individuals, business organizations, or state agencies subject to state taxation or regulations. They also prepare audit reports, and may be assigned responsibility for particular sections of phases of an audit. In the office, they examine tax returns and financial statements for completeness and proper application of the law. They laso correspond with taxpayers, and prepare schedules to show changes in tax liability.

Legal Counsel is an entry level position with the State Revenue Agencies. A Legal Counsel studies, interprets, and applies laws, court decisions, and other legal authorities in the preparation of cases, drafts legislative measures and regulations, and does a wide variety of research.

A Programmer Trainee translates problem statements and detailed flow charts into computer code and operating instructions, assists in preparing flow charts on complex problems, programs simple problems for computer input, tests coded computer programs, and makes revisions to eliminate errors and inefficient use of computer time.

DUTIES OF THE EXAMINATION JOB FAMILY

Examination Job Family

The function and duties of workers in examination vary with the field of examination. For example, the duties of workers in some of the larger fields include the following:

The **Insurance Examiner**, who checks the financial status of insurance companies to assure their compliance with applicable laws and regulations. He inspects records, prepares trial balances, audits financial statements, and reviews claim and policy files.

The **Bank Examiner** participates in the examination of the financial condition of banks and trust companies and reviews their accounting methods and audit controls.

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The **Corporate Examiner** performs technical and administrative duties to assure compliance with provisions of various laws under the jurisdiction of the Department of Corporations relating to regulation of corporations, personal property brokers, industrial loan companies, credit unions, escrow agents, and check sellers and cashiers. They conduct and supervise the examination of books and records of financial institutions and other business firms.

The **Drivers License Examiner** examines applicants and makes recommendations as to the issuance of drivers licenses. He also gives information to the public, and does other work as required.

The **Claims Examiner** performs work involved in developing, examining, adjusting, reconsidering, or authorizing the settlement of claims involving disability, death, land, government checks, passport applications, retirement,and old age insurance, and veterans' and unemployment compensation.

The **Hearing Examiner** presides at formal hearings required by statute. He administers oaths and affirmations, issues suppoenas authorized by law, holds pre-hearing conferences for the settlement or simplification of the issues, questions witnesses, and performs other similar duties.

The **Labor-Management Relations Examiner** is the initial contact for parties concerned about a labor relations question. He conducts hearings on alleged unfair labor practices, and supervises elections to choose representatives for collective bargaining purposes. He gathers facts pertaining to his case, evaluates them objectively, and determines proper remedies.

The **Bank and Savings and Loan Examiner** assembles information essential to the appraisal and classification of assets, (verifies cash on hand, verifies and lists bonds and securities, makes test audits, and prepares schedules of earnings and expenses). In this position the examiner generally travels extensively.

DUTIES OF THE PUBLIC RECORDS JOB FAMILY

Most of the duties performed in this field are clerical. They include keeping detailed records of the vital statistics of the residents of the state; recording births, deaths, marriages, etc.; and performing filing duties as filing clerks. Clerical positions are are usually at several levels and are supervised by administrative personnel.

The qualifications for clerks in Public Records generally include a high school diploma, and knowledge of typing. For administrative positions, some college education is generally required, and often a degree in business administration is desirable.

DUTIES OF THE INSPECTION JOB FAMILY

The duties of workers in Inspection are to inspect and investigate the enforcement of laws and regulations in some particular field. Although the fields in which inspectors work are diverse, their actual duties are very similar. These fields and duties include the following:

A **Food and Drug Inspector** makes inspections and investigations of establishments and of the manufacturing, producing, packing, labeling, and distribution of food, alcoholic beverages, drugs, cosmetics, and hazardous substances.

A **Dairy Foods Inspector** in the Department of Agriculture performs field inspection and enforcement work involved in the administration of the provisons of the Agricultural Code pertaining to quality control of milk and milk products. He visits dairies, milk plants, factories, restaurants, and other places of business to inspect the registration and use of dairy containers and cabinets. He makes sanitary inspections of dairy farms and plants, gathers evidence, and assists in the prosecution of violators of dairy laws. He may also participate in hearings on the revocation of licenses and permits, and may also develop and introduce improved dairy methods.

A **Building Inspector** inspects buildings being constructed, altered, or repaired for compliance with building laws. He examines plans and specifications of buildings for conformity with zoning regulations; inspects damaged buildings, and reports need for repairs or demolition; investigates alleged violations of codes and issues orders for correction of such violations.

DUTIES OF THE LICENSER JOB FAMILY

129 In the Licenser job family, the major functions of workers are to license persons and businesses and to regulate licenses and 130

register them. For example, the licensers at the State Board of Pharmacy regulate and control the handling and distribution of dangerous and restricted drugs, poisons, hypodermics. The duties of licensers include giving examinations to license applicants, checking licensure requirements for the specific field, issuing the original license and license renewals. A licenser interviewer or licenser generally works for one particular agency, such as the State Board of Pharmacy, State Board of Nursing Education and Nurse Registration, State Board of Registration for Professional Engineers, State Board of Barber Examiners, Cemetery Board, State Board of Architectural Examiners, and so on.

DUTIES OF THE CENSUS JOB FAMILY

The duties of workers in the Bureau of the Census are primarily census taking, which involves making surveys and actual counts of people living in each town, city, and state. The Bureau of the Census employs a large clerical staff, including filing clerks, clerk-typists, and other additional staff.

Since census is generally taken every ten years, the work for many Census Takers is either temporary or periodical. During the years when the census is not being taken, the regional offices of the Bureau of the Census employ a very small staff. The employment prospects are good, but not as extensive as in some other job families. Many of the jobs are clerical. The Census Taker is usually the entry-level job into the field. This is followed by administrative staff positions, such as Supervisor, Assistant Director, and Director. No entry-level position is available in Georgia.

DUTIES OF THE CUSTOMS SERVICE JOB FAMILY

Customs Inspectors are the government's front-line protection against smuggling and illegal importation and exportation of merchandise. They inspect cargo, baggage, mail, and articles worn or carried by persons and carriers entering or leaving the

United States. The work of the inspector requires continual contact with the traveling public, importers, crew members, and carrier employees. The Customs Inspector works at major international airports, ships, and piers, or wherever there is importation of cargo and the processing of passengers returning from foreign ports.

Import Specialists examine import entry documents, classify merchandise under Tariff Schedules of the United States, and accurately determine the value of merchandise. Further responsibilities of these specialists include the careful analysis of all documents and supporting papers relating to import, and the accurage determination of duties applicable and taxes due. Customs aides perform essentially the same duties as Import Specialists, except that they deal with entires worth under $200, Customs Agents conduct investigations relating to the prevention and detection of fraud through undervaluation of merchandise, smuggling of merchandise and contraband into or out of the United States, and other Customs matters. Customs Agents work together with other Treasury enforcement agents to enforce laws that come under their jurisdictions. Agents are found in every state, on the high seas, and in many countries abroad.

DUTIES OF THE IMMIGRATION AND NATURALIZATION SERVICE AND JOB FAMILY

The Immigration and Naturalization Service offers very good employment prospects. The Service keeps all officers informed about the current requirements for supervisory, management, and executive positions so that they may know the opportunities for advancement, and be aware of the experience they must gain in order to prepare for pormotion. Advancement is based on merit. Vacancies from the trainee level up to executive level are filled by the promotion of officers who have demonstrated career capacity for advancement. The Immigration and Naturalization Service has developed an Officer Selection Board System to ensure that each vacancy, throughout the Service, is filled by the best qualified officer available.

The **Border Patrol Agent** (formerly known as Importer Patrol Inspector) is the entry-level position in the Border Patrol of the Immigration and Naturalization Service. This is a mobile,uniformed enforcement organization. Its principal purpose is to prevent the smuggling and illegal entry of aliens into the United States, and to detect, apprehend, and initiate departure of aliens illegally in this country. Border Patrol Agents are generally assigned along international boundaries and coastal areas,

but at times to areas within the country. Border Patrol Agents patrol areas to apprehend persons seen crossing the border; stop vehicles on highways to check citizenship of the occupants; inspect and search trains, buses, airplanes, ships, and terminals to detect aliens entering illegally; and perform many other duties to enforce the immigration law. They cooperate with other enforcement agencies of the government in the prevention of smuggling of contraband into the United States.

Experience in the Border Patrol is necessary to advance to other positions in the Service, such as Importer Inspector and Investigator.

An **Immigration Inspector** inspects persons seeking admission or readmission to the United States or the privilege of passing through or residing in the United States. Some immigration inspectors also arrest, detain, control, supervision, parole, or deport aliens (foreign persons) who cannot stay in the country. Inspectors may be required to board land, sea, and air conveyances to inspect or question persons arriving in or departing from the United States. In some ports, they may be subject to call at all hours of the night in order to inspect vessels arriving unexpectedly.

An **Immigration Investigator** performs duties similar to the Immigration Inspector, with the exception that where Immigration Inspector positions are located at International borders, seaports, and airports of entry into the United States, the investigator positions are located at the numerous offices of the Service in almost every state.

Activity 1 **Do not write on this form.**

Objective: I will write a vocational biography of a worker in the Regulatory Services Job Family.

Materials: This MOG and the Vocational Biographies.

ACTIVITY

Now that you have read about Regulatory Services and Records, and you have completed the activities, you should be able to do your own biography of a worker in Regulatory Services.

Read one or more of the following Vocational Biographies titled:

Customs Inspector	Immigration Lawyer
Dairy Inspection Supervisor	Immigration Officer
Immigration Inspector	IRS Agent

Choose a job title and write a brief (2-3 pages) biography of a person in that job. In your biography, be sure that you include information in the following areas.

1. A brief description of the job.
2. How the person got the job.
3. What the job is really like.
4. What the educational requirements are for the job.
5. What the person likes most about the job.
6. What the person likes least about the job.
7. What other things the person has done in his life which are a help on this job.

You will find much of the information needed to write your biography in the Regulatory Services MOG. To write some portions of the biography, you will have to think creatively. Imagine you are the worker. Using what you know, imagine how a day in the workers life might be and what kind of background he might have.

SUGGESTIONS FOR THE TEACHER

<table>
<tr><th colspan="2">Activity 1 - p. 50</th></tr>
<tr><td>Materials

The Vocational Biographies which relate to this MOG should be placed together in a folder, file or other organizing system so that the student can readily select two biographies to read. A simple filing system consists of color coded accordian files in which the biographies are kept. The students do not write in the MOG. They should be directed to use a separate sheet of paper for their work.</td><td>Purpose

Vocational biographies serve three basic purposes. The first is to provide students with additional information relating to the MOG. The questions to be answered for each biography highlight some areas of concern about any job. Second; as students read vocational biographies, it is hoped that they will develop a personal feeling for the job and person described. This is an attempt to address attitudes and lifestyles surrounding jobs. Third; vocational biographies are an additional source of resource material useful in the completion of subsequent activities.</td></tr>
<tr><td>Guidance

Students should be directed to complete at least two biographies. If a student wishes, additional biographies may be read. This is an independent activity. The student is reading for his own information and hopefully with some enjoyment. This should not become a "reading" lesson.</td><td>Modifications or Extensions

1. The vocational biographies and questions can be recorded on tape for students with reading and/or vision problems.

2. Assign a buddy (peer-tutoring) reader to work with students experiencing difficulty.

3. Creative students may wish to write their own vocational biography complete with tape illustrations, photographs, slides or other illustrative materials.</td></tr>
</table>

SUGGESTIONS FOR THE TEACHER

Activity 2 - p. 51

Materials

You will need enough copies of each set of field trip questions for each student participating in a field trip.

Purpose

The field trip questions are included to help the teacher select field trips which will best meet the needs of the student participating. The questions also help the student organize his own thoughts concerning things he would like to see on a particular field trip. The field trip evaluation questions provide the teacher with feed-back concerning the students' view of the value of a trip. Additionally, the evaluation questions enable the student to correlate work, work-site and worker observation.

Guidance

Encourage the students to answer all questions as openly as possible. Explain the purposes of these questions to the students.

Modifications or Extensions

None suggested

Activity 2

Do not write on this form.

Objective: I will visit sites at which the MOG being studied can be observed.

Materials: Field trip questions, field trip evaluation form.

ACTIVITY

This activity is in two parts. Part 1 – The "Field Trip Questions" form is to be completed before you go on the field trip planned for this MOG. Part 2 – The "Field Trip Evaluation" form is to be completed after you return from the trip.

1. Fill out the "Field Trip Questions" form.
2. Your teacher will check your form. This will help in planning, the trip so that all of the students can see some things of interest.
3. After the trip, fill out the "Field Trip Evaluation" form.

How will I know I've done it correctly? . . . I will turn in the field trip forms to my teacher.

FIELD TRIP QUESTIONS

1. Place to be visited _____

2. I would like to see the following jobs

   _____ _____

   _____ _____

   _____ _____

3. I would like to talk to the following types of workers

   _____ _____ _____

4. I would like to know the following about:

   Salary _____

   Working Conditions (where workers work) _____

   Hours _____

   Educational Requirements _____

   Skills needed _____

   Equipment used (if any) _____

   Job mobility (advancement) _____

   Things I can do now to prepare for this job _____

   What the workers actually do _____

FIELD TRIP EVALUATION

Name _____

Date of Trip _____ Place _____

Special job observed _____

MOG being studied _____

1. In general, did you enjoy the visit? Yes _____ No _____
   If no, explain briefly _____
   _____

2. Did the trip help you better understand the Major Occupational Group which you are studying? Yes __ No__
   Why _____
   _____

3. a. What jobs in the Major Occupational Group did you see being performed?
   _____

   b. Which of these jobs, if any, would you like to have?
   _____

   c. What did you find out about the requirements for jobs in the MOG?
   _____

   d. What did you find out about the kind of work (duties and type of work) done by people in this MOG?
   _____
   _____

4. Additional comments about this trip. _____
   _____

5. Write a two paragraph description of a typical day of a worker.

REGULATORY SERVICES AND RECORDS

Qualifications of Workers

The reading in this section presents the qualifications and requirements for a representative sample of jobs. The job titles in Regulatory Services represent a number of entry-level positions.

REGULATORY SERVICES AND RECORDS

Qualifications of Workers

What steps should you take to begin preparing for a job in Regulatory Services? This section will give you a brief description of some of the qualifications necessary for these jobs.

WHERE AM I GOING?

By the time I complete this activity, I will be able to describe some basic job qualifications in the Regulatory Services Job Families.

HOW WILL I GET THERE	HOW WILL I KNOW . . . BY
1. Look at the basic requirements for jobs in the Regulatory Services Job Family.	I will complete the Job Requirements Form.

QUALIFICATIONS FOR JOBS IN TAXATION

Almost every major college field of study has some application to the work of the Internal Revenue Service. The majority of positons can best be filled by students who have completed majors in accounting, business administration and law. However, hundreds of positions are filled each year by young college men and women who major in political science, public administration, education, liberal arts, and other fields. A college degree is desirable, however, high school seniors, especially those who have taken accounting courses, are encouraged to apply.

Tax Auditors require graduation from college with specialization in accounting. They should be able to conduct audits or financial examinations of accounts and records, analyze data and draw sound conclusions, prepare clear and concise reports, and speak and write effectively.

The **Estate Tax Attorney** requires a degree in law.

A **Legal Counsel** must have graduated from law school and must be a member of the bar association of his state. He or she must know legal research methods and legal principles, and how to use them. He or she should have the ability to analyze, appraise, and apply legal principals, facts, and precedents; present statements of fact, law, and argument clearly and logically in written and oral form; draft statutes; and dictate correspondence explaining legal matters.

A **Computer Programmer Trainee** must have an associate-of-arts degree in data processing. This is a 2 year college degree. However, further training in computer science or data processing at a four-year college or university are highly desirable. A programmer trainee should have the ability to develop electronic computer routines; analyze data and draw logical conclusions; speak and write effectively; and prepare clear, complete, and concise reports.

CAREER ADVANCEMENT

Workers in the positons indicated above may be considered for positions at higher levels, if they can qualify on the basis of experience and demonstrated competence. Opportunities are also available for promotion to higher positions for workers who have completed the required number of semester hours of study in related subjects. This training may be acquired after appointment through resident study, or by completion of correspondence courses which are available to IRS employees.

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During their first year, professional employees in the Internal Revenue Service are given at least six weeks of formal training, which includes a postgraduate course in taxation taught by authorities in their fields. Beyond this basic training, advanced training and work of progressively greater responsibility are linked together in well-defined career development programs. Carefully integrated training is provided in career ladders to supervisotry, mid-management, and executive positions. Opportunities for advancement are good. Supervisory and management positions and higher levels are usually filled under an informal merit promotion program.

QUALIFICATIONS FOR JOBS IN THE EXAMINATION JOB FAMILY

The qualifications for jobs in the examiner family vary considerably, depending on the type of examining done. Many of the entry level jobs are clerical in nature, and require only clerical skills.

For example, examinations for drivers licenses are given by clerical employees of the state. The more specialized entry level positions may require college or even advanced degrees. You will be able to estimate the requirements for examiner if you remember that he should be able to do whatever it is he or she is examining.

It follows then that a medical examiner should be a doctor, that a drivers license examiner should be able to drive and know the state driving rules and laws, and that a bank examiner should have a degree in accounting or finance.

This becomes very clear when you look at the salary ranges and entry level requirements below:

Corporation Examiner. For Corporation Examiner a typical career ladder may begin with Auditor 1, then Corporation Examiner I and II, and then Chief Corporation Examiner. The Corporation Examiner receives from $9,000 – $11,000 at the entry-level, and reaches $17,000 – $21,000 per year as Chief Corporation Examiner.

Bank Examiner. Bank Examiner I is the entry-level position for college graduates interested in a career in bank supervision. Bank Examiner II is the next step in the career ladder. The salary range for an entry level job as Bank Examiner, and also for Savings and Loan Examiner is between $9,000 and $11,000, and increases with experience and rank.

Drivers License Examiner. The Drivers License Examiner receives between $8,000 and $10,000 per year.

Insurance Examiner. The Insurance Examiners receive between $8,000 and $10,000 per year.

Hearing Examiner. The salary range for Hearing Examiners, who must be a lawyer with 7 years experience, is between $23,000 and $34,000 per year.

Examiners are employed by federal and state agencies as well as by private groups, hence their employment prospects are good. Opportunities for advancement are generally excellent, as are opportunities for training and promotion to other jobs. There are several levels of examiners in most fields. The entry-level job is often Auditor I.

QUALIFICATIONS FOR JOBS IN THE INSPECTION JOB FAMILY

The qualifications for inspector usually include a college degree, vocational certificate, or trainee status in a skilled trade. Employment prospects in the Inspection Services are very good. Substantial growth in the inspection occupations is quite likely during the next five to ten years, particularly in those inspection activities which relate to housing and urban renewal programs. The career ladder in Inspection usually begins with the Inspector Trainee, followed by the Inspector, followed by Senior Inspector.

A **Food and Drug Inspection Trainee** has requirements which include an education equivalent to graduation from college with courses in bacteriology, biology, chemistry, food technology, pharmacology, pharmacy sanitation, sanitary engineering, or other biological or chemical sciences. It is desirable to have knowledge ofcurrent public health and sanitation problems in the production and distribution of foods and drugs, alcoholic beverages, and related products.

A **Dairy Foods Inspector** needs to graduate from college with specialization in studies relating to dairy farm or milk and milk products. The skills needed include a wide knowledge of dairy production, dairy products manufacturing methods, and milk equipment and materials. Knowledge of methods of testing and grading dairy products and the principles of environmental sanitation are generally also required.

Building Inspector. In Building Inspection the entry-level job would be Building Inspector Trainee, then Building Inspector, and finally Senior Building Inspector. This career ladder is based on the use of the Building Inspector as a generalist inspector, who performs a variety of inspectional services in accordance with various codes.

Specialization in the plumbing, electrical, or other specific areas often occurs at the senior level. Some states are so set up that the position of Building Inspector Trainee can lead to specialized positions in plumbing, electrical, and housing inspection, as well as code enforcement in urban renewal and neighborhood conservation projects. This progression generally depends on the trainee's level of education. In some highly specialized Inspection departments, there are separate career ladders, with trainee positions in plumbing inspection, housing inspection, electrical inspection, plan checking, and depending on how local government functions are organized, public works construction inspection. Georgia positions at entry level include Field Inspector I, Fuel Oil Inspector I, Heat Inspector I, and Transportation Enforcement Officer.

QUALIFICATIONS IN THE LICENSER JOB FAMILY

The qualifications for licenser are similar to those for examiner. It may be helpful to think of licenser as one who issues licenses upon proof of completion for all qualifications for the license. An examiner is one who tests the qualifications to receive or keep the license. You can see that the two terms are often used interchangeably.

QUALIFICATIONS IN THE CENSUS JOB FAMILY

For a Census Taker, the qualifications include a high school diploma and some college education. Workers in this field need to have the ability to communicate with people, be tolerant of people and situations, follow instructions, and be able to write logical and clear reports.

QUALIFICATIONS IN THE CUSTOMS JOB FAMILY

A **Customs Inspector** needs four years of college study in any major field. The minimum age is 21. A good physical condition to meet the rigorous demands of the job; the ability to deal satisfactorily with the public; and a combination of toughness and diplomary are valued assets. Because the inspector is involved in varied situations, initiative and sound judgement for on-the-spot decision-making are essential.

An **Import Specialist** must have four years of college study, and proven reliability because he or she makes reports on violations of trademark, copyright, or marketing laws, and must be ready to define the government's position in all law suits resulting from these actions. The complex assignments for import specialists demand an ability to learn specialized information. He must meet and deal effectively with people in order to secure their cooperation in complying with technical requirements.

The **Customs Aide** position requires two years of college study and qualifications similar to import specialist.

QUALIFICATIONS IN THE IMMIGRATION AND NATURALIZATION JOB FAMILY

Applicants for positions in Immigration and Naturalization must be 21 years of age. There is no maximum age limit. All applicants must take a competitive written and oral examination designed to measure work abilities and judgement. An automobile driver's license and United States citizenship are required. Applicants must be in sound physical condition and be of good muscular development. They must have good vision and hearing.

The Service has an employee development program designed to assist employees in the performance of their work and to enable them to prepare for advancement. "Know how" is furnished to employees through organized training. This includes training on the job, attendance at service schools, and correspondence lessons. It is accompanied by changes in work assignments and posts of duty to enable officers to gain new and varied experience, and to use their "know how" to advantage.

SUGGESTIONS FOR THE TEACHER

Activity 1 - p. 61	
Materials Students will need to have access to the Dictionary of Occupational Titles and the Occupational Outlook Handbook. Be sure to have sufficient copies of the form available for student use.	**Purpose** This activity enables students to find some information about requirements for additional job titles in Regulatory Services.
Guidance Students generally experience very little difficulty with this activity. Be sure to instruct them to use, where possible, job title qualifications not already described in the reading.	**Modifications or Extensions** None suggested

Do not write on this form.

Objective: I will look at the basic requirements for jobs in the Regulatory Services Job Families.

Materials: Regulatory Services and Records MOG, Directory of Occupational Titles and Occupational Outlook Handbook.

ACTIVITY

Complete Job Requirements Forms (samples on next page) by identifying and recording information on the basic requirements you must meet to qualify for jobs in the 8 job families.

1. Select one job title in each of the 8 job families.
2. With the help of the resources listed, find the information requested on the form for each job title.
3. Complete the form.
4. Your teacher will review your results.

How will I know I've done it correctly? . . . completed Job Requirements Forms will be evaluated by your teacher.

HOW DO I GET THIS JOB?

Job Requirements Form

Job Title _____ Family _____

Education Requirements:

_____ high school
_____ 2 yr. Junior College
_____ 4 year degree
_____ post graduate
_____ Technical school

Experience Requirement:

_____ none
_____ 1 - 2 years
_____ 3 - 4 years
_____ 6 or more years

specify type of experience _____

Special Abilities:

specify _____

_____

Job Title _____ Family _____

Education Requirements:

_____ high school
_____ 2 yr. Junior College
_____ 4 year degree
_____ post graduate
_____ Technical school

Experience Requirement:

_____ none
_____ 1 - 2 years
_____ 3 - 4 years
_____ 6 or more years

specify type of experience _____

Special Abilities:

specify _____

_____

REGULATORY SERVICES

Answer Key

WHO AM I? -- p. 12

1. The Interior Department
2. The Department of Transportation
3. The Public Commission
4. National Labor Relations Board
5. The Internal Revenue Service
6. The Justice Department
7. The Securities and Exchange Commission
8. The Department of Agriculture
9. The Federal Communications
10. The Department of Commerce

Self Check -- p. 13

g 1.
d 2.
a 3.
e 4.
f 5.
c 6.
b 7.

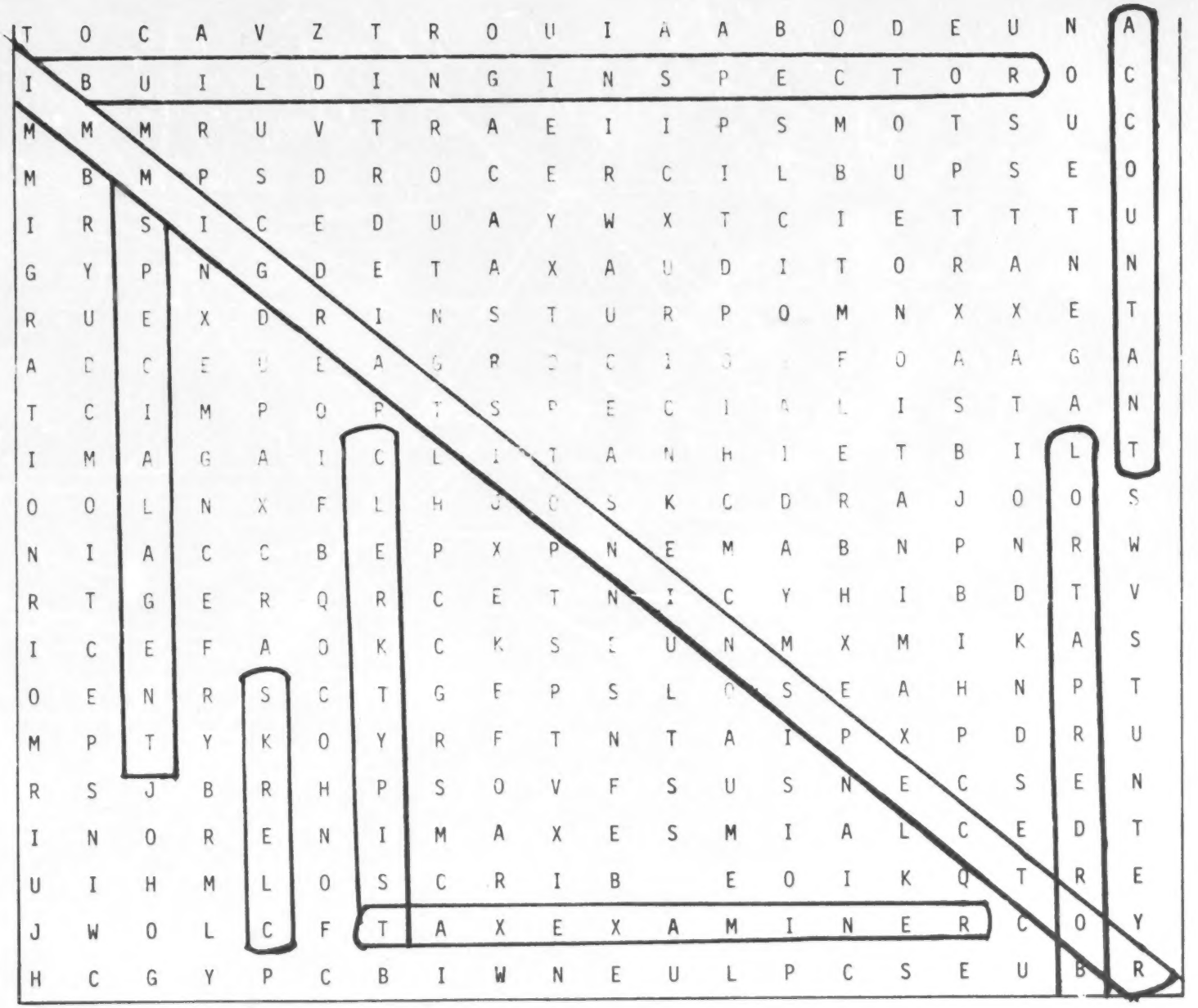
Game -- p. 29

1. Census
2. Examiner
3. Taxation
4. Customs
5. Immigration
6. Licenser
7. Inspection
8. Public Records

Self Check -- p. 30

g 1.
f 2.
d 3.
e 4.
c 5.
a 6.
b 7.

Answers to Activity 3, page 35


T O C A V Z T R O U I A A B O D E U N A
I B U I L D I N G I N S P E C T O R O C
M M M R U V T R A E I I P S M O T S U C
M B M P S D R O C E R C I L B U P S E O
I R S I C E D U A Y W X T C I E T T T U
G Y P N G D E T A X A U D I T O R A N N
R U E X D R I N S T U R P O M N X X E T
A C C E U E A G P C C I G F O A A G A
T C I M P O P T S P E C I A L I S T A N
I M A G A I C L I T A N H I E T B I L T
O O L N X F L H J C S K C D R A J O O S
N I A C C B E P X P N E M A B N P N R W
R T G E R Q R C E T N I C Y H I B D T V
I C E F A O K C K S I U N M X M I K A S
O E N R S C T G F P S L O S E A H N P T
M P T Y K O Y R F T N T A I P X P D R U
R S J B R H P S O V F S U S N E C S E N
I N O R E N I M A X E S M I A L C E D T
U I H M L O S C R I B E O I K Q T R E
J W O L C F T A X E X A M I N E R C O Y
H C G Y P C B I W N E U L P C S E U B R